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(For the NEW YORK SCHOOL JOURNAL.)

Wait Awhile.

If you cannot see your way,
Wait, wait awhile;
Why impatient of delay—
Do wait awhile;
For the Star of Hope is shining,
Yonder cloud has silver lining
O, then, wait awhile.
Child of Trouble, banish fears,
And wait awhile;
Fortune soon may dry your tears,
Just wait awhile.
Weary one, O, cease thy sorrow,
Look for brighter things to-morrow,
Only wait awhile.
Time will level all things right,
O, wait awhile.
Morning always follows night,
Then wait awhile.
Why despondent, weary mortal,
When perhaps you'll near Joy's portal,
Wait, O wait awhile.
Rocked with doubt and full of care
Yet wait awhile.
Soon eternal bliss we'll share,
Wait, wait awhile.
Heaven at last will change all sadness
Into never-ending gladness,
So then wait awhile.

"NIL DESPERANDUM."

Errors of Our School System.

(We reprint from the JOURNAL of May 11th, 1871, the remarks of William Wood, Commissioner of Education, now the distinguished President of the Board of Education,) because it is needful to state truths to-day as much as then; in fact they will probably need re-iteration for many years, to come.

"Now then, Mr. President, and my associates of the Board, I should like to just give you a little idea of what this analysis of sentences consists. I went to the depository this afternoon, and got two of the books that are used—the one in the lower grades of the grammar school, and the other in the upper ones, and I opened them, literally and truly without making the least search, and I hit upon this; and you will observe that it is for children ten years old. 'ANALYSIS—Words added to either of the principal facts of a sentence to modify or hint its meaning are called *adjuncts*. *Primary adjuncts* are those added directly to either of the principal facts; as 'good' books always deserve a careful perusal. *Secondary adjuncts* are those added to other adjuncts; as, 'Suddenly acquired wealth very rarely brings happiness.' Adjuncts are sometimes called *modifications*. Observation I.—The subject or the object may be modified by different parts of speech; as I. By an article or adjective; as, 'The diligent scholar improves.' Then, in the second observation we have 'the predicate may be modified,' and so on. Now I would like to know what earthly good that does to a child ten years old—and to any person under the sun, unless she or he be an advanced scholar, and wants to know something

about the structure of the English language? That is for extremely young minds. Now let us see what we have in the course of instruction further on. I opened the higher book also, without making the slightest search, when I found as follows:—and this is taught in the first and second grades. 'PARTICIPLES—What is a participle? and how is it generally formed? How many kinds of participles are there? and what are they called? How is the *imperfect* participle defined? How is the *perfect* participle defined? How is the *preperfect* participle defined?' and so on. Then I came to exercises in analysis. I again opened without any seeking through the book, and found this: 'EXAMPLE ANALYSED—Children should know that it is their duty to honor their parents, to ask advice of them, and to observe their wishes.'—a very admirable sentence. Now here is the analysis: 'This is a complete declarative sentence. The subject is *children*; the predicate *should know*; the object is the dependent clause, *that it is their duty, etc.* That is the connective. The subject of the dependent clause is *it*; the predicate is *is*; the attribute is *duty*. The adjuncts of the subject are the explanatory phrases, *to honor their parents, to ask advice of them, and to observe their wishes.*' On the very next page there comes the next exercise. The example analysed is 'Let the child learn what is appropriate for his years'—and I am sure a most appropriate sentence for this book, and I wish it were carried out. 'ANALYSIS—subject is *the child* (understood), the predicate is *let*; the object is the infinite clause, *the child learn, etc.* The subject of the dependent clause is *child*; the predicate is *learn*; the object is *that*, (comprehended in the double relative *what*, equivalent to *that which*.) The adjunct of the subject is *the*; the adjunct of the object is the simple adjectival clause, *which is appropriate for his years.* The subject of this clause is *which*; the predicate, *is*; the attribute, *appropriate*, modified by the simple adverbial phrase, *for his years.*' Now that is very intelligible! I am quite sure that there is no one of the commissioners who understands it one bit better than I do, and I don't understand it at all [laughter.] What earthly good can you expect a child to get from that? And yet these are the things that are crammed into the memory of these unfortunate children. What is the wonder that children go out, as our own city superintendents say, thousands do, without being able to read or write! And what they do not say, but what I know, that the children in the highest classes in our schools, go out into the world without being able to spell such a simple sentence as this: 'We ought to be grateful for all the benefits we receive,' without making two or three mistakes in it! Now, sir, I say of such stuff as that, it ought to be excluded from the schools without delay. And yet there are people who think the schools could not stand a single day, if these things were excluded. 'These be thy gods, O Israel'—and they worship them, and think that such stuff as I have read to you is educating children!

So much for the course of studies, and I could say a great deal more on the same subject, but I will not do it, excepting this, that there is a great deal of time wasted in the teaching of geography, just in the same way. There are thousands of rivers and lakes among the little hills in this country that no mortal will ever hear of after he leaves school. In the same way there are little historical incidents which are drilled into the children's minds. They do not know anything about them. I recollect once going to a school and hearing a child rattle off in the most glib manner all sorts of things about the American Revolution, and when I asked the child who was King of England at the time of the American Revolution, she could not tell me. There is an enormous waste of time, a sinful waste of time, in the system of instruction in our public schools. And there is another very objectionable thing, and that is cramming.

There is an attempt made to cram a great deal too much into the children's minds, and the result is that they do not acquire anything thoroughly. I recollect that when I had the honor of occupying the chair temporarily upon the organization of the previous Board, and I said that the duty of the state in educational matters, was confined chiefly to teaching the children reading, writing and arithmetic, I was thought to have uttered an extremely heterodox opinion on the subject. But, sir, all that I have since seen has convinced me that I was perfectly right, and I would to God that I saw the state carrying out that simple programme of education. I wish that I could see the day when no child should leave our public schools without being able to read with fluency, to write with facility, and to be thoroughly posted, say in the four first simple rules of arithmetic. And when they know that, you have given them the power to make their way in this country. All children—any boy or girl—who have those things thoroughly in their heads, and in their memories and understandings, can get along in this country, and make a livelihood for themselves and others—the second great necessity of education, according to Herbert Spencer, after being able to take care of our own bodies, which we learn from our mothers, and do not learn from schools at all. I say the great object of education is to give the children these things. Whatever may be added to them is very well. But why in the world should we not teach geography and history by properly selected reading-books, which we ought to use in our schools, instead of using this reader, or that reader, with the stupidest trash that the want or wit of men could devise, and which children are made to read over and over again? Why should not you introduce some book like Robinson Crusoe, or Miss Lamb's Tales of Shakespeare, or Washington Irving's works? But, no, nothing of the kind; there is nothing but miserable twaddle! They do not understand it, and it does not interest them in the least degree. What I want to do is to make the children interested. I want the children to educate themselves. In our system of education, we do not generate in the children a desire and love of self-culture. Without that, they will go forth into the world without being educated and instructed at all.

Then let me say that in my observations in the schools, I have almost uniformly found that wherever you have a good principal, you have a good school. And wherever you have a good principal, the principal ought to have certainly the selection of the teacher, or a very great say in their selection. And I have also found that in all the good schools, the thoroughly well-trying schools, the principals are allowed by the trustees to have something to do with the selection of the teachers.

I consider that in this new arrangement with regard to the school system, it is a very great advance indeed that has been made in making the appointment of the trustees to emanate from the mayor, instead of being by election; but I am extremely sorry that the full effect of that cannot be realized for five years to come. In the meantime I say it—and I give it only as my own individual opinion; but it is an opinion formed after a great deal of operation—that the trustees of the schools, with some noble exceptions, are the plague spot of the whole system; because they have the power of putting in the teachers. And we know very well that they are influenced by nepotism with regard to those teachers, in an extraordinary manner, so that however accomplished a tutor may be, if she be not afraid to say, as Tony Lumpkin says, that her grandmother is a woman, and her aunt is a justice of the peace she has very little chance of being nominated to the schools at all. Now all that is utterly wrong, and I think—and I say this as my own individual opinion, and hold myself entirely responsible for the well-working of the system, it ought to have the power to

appoint the teachers. And until some such thing is done as that, it will be impossible to carry out the system we are all so desirous of administering properly.

I have, within the last few months, gone entirely through my group of schools with the one exception of the schools out at Mount Washington, and I hope to visit that next week. I have visited every class in every one of those schools. When I have said quietly to the principal after my invitation was concluded, "Such and such a class does not seem to be up to her work." "O, well, she is put in by some of those ward politicians; and I have spoken about it several times, but I can get no remedy, or if I get the remedy of having the teacher changed, perhaps a worse one will be put in her place." This has also been told me by principals of schools, and that within the last ten or twelve days. "Mr. Wood, I am afraid to speak about my teachers, because if I say too much of their incompetency—if I let it be known to the public—I shall lose my scholars." And, of course, then her salary would be cut down. "But things are getting to that pass, that I cannot allow the thing to go on. With one or two bad teachers in a large school, I can get along, because I and my vice-principal can do their work. But when I come to be loaded down with four or five or six bad teachers, out of a complement of perhaps twenty, it is utterly impossible for one to get along, and the whole system will go to the dogs, unless something be hit upon" to put a stop to these inefficient teachers."

Valedictory.

BY L. E. FRENDEBERG.

I shall only attempt, this evening, to express the sentiments of the pupils of this school at this, their closing exercise. I cannot but feel extreme diffidence when I think of the difficult task I have before me, and how unable I am to worthily fill it. How can I express, in fitting terms, the sorrow which we all feel at being compelled to part from each other; to quit these honored walls, where we have during the past few months endeavored to acquire that great and noble thing called knowledge, which will ennoble and advance us in this lower sphere and prepare us, in a small measure, for that greater and higher world which is to come. How can I express the gratitude and affection which we feel towards our kind and respected principal, and our ever patient and devoted teachers who, through the long winter evenings, have ardently and cheerfully sought to impart to us the instruction which we so much need. I will try to do all this; to tell you what we came to this evening school for, what we have done here during the past four months and what we feel now in quitting. The pupils of this evening school are a small fraction of the great many who are now abroad in the world, pursuing their widely different trades and avocations, in order to earn their living. They are debarred from attending the day schools so beneficently provided, because they are occupied by their daily toil. But they are not allowed to remain without knowledge, that blessed drink for which their souls so ardently thirst. The wisdom of our institutions has provided a substitute for the good of those to whom circumstances render it impossible to attend the day schools; there are evening schools at which the young men of this city who spend the day in labor may attend. They have here, a short space each evening, in which to learn to be greater and wiser than they are, to learn how to govern themselves, and if necessary to govern their country, to acquire that knowledge which enables them to take a part in the doings and action of the world around them, to learn to be men, men of America. How thankful we should be for our evening schools, what a blessing they are to us and how miserable and ignorant we should be without them. For, it is very few of those who attend the public schools of the City of New York, who are able to attend there long enough to acquire the complete common school education which they need, and without which, hardly any one can be really happy or successful in life. The evening schools are organized for the benefit for those who are early called to go out into the world to earn their bread, and truly, they are the greatest institutions which have ever been founded for the benefit of young men. But it is also a great effort and a great sacrifice for young men to avail themselves of the advantages held out to them; for those, who spend the day in labor, at the end of their long hours of toil to occupy the rest of the evening in study which is admitted by all to be the hardest of all work. Many would shrink from it; all would decline to do it, did they not recognize its necessity. But besides the great amount of labor which it necessitates, all the temptations with which a great city abounds, conspire to deter them from it. There are many pleasures, many delights which they could enjoy from which they are debarred from partaking in, because of their attendance at evening school. But the enterprising nature of Young America triumphs, and here, in this school alone, we see the glorious spectacle of six hundred young men, engaged in preparing themselves by hard study for their great and manifold performances daily enacted on that immense stage, the world. I have given you, my

friends, an idea of what evening schools are and what is done there. I will now say a few words as to what we have done during the past term. We have attended a session of one hundred nights. There are, each evening, two hours of study; in those two hours we cannot do much, but what we have done we have tried to do well. Every opportunity has been given us during the past four months, to improve our minds which we could have received. If we have not availed ourselves of the opportunity, it is our own fault. We have had every aid, every assistance, which could possibly be extended to us. We have had a principal than whom no one is better fitted to direct a school; we have had teachers, most learned, most kind and most devoted; we have had kind and affectionate friends who have earnestly striven to help and encourage us in the work which we have undertaken. Much good has been done here during the past four months. We have contributed our mite to the great work of teaching and learning which is going on in the world, and we earnestly hope that the work which we have performed this winter may produce a good return. Now, we are arrived at the end of our term, and it remains for us but to say farewell. We all will go from these walls much better than we came; increased in knowledge, goodness and strength of purpose; with new resolutions for the future; determined to prove ourselves worthy of the teachings we have received here and to render a noble return to our kind principal and teachers for the good which they have done for us. For how better can we please them, how better can we make them proud and happy to think that we were their pupils, than to remember what they have taught us and to carry out their teachings wherever we are and in whatever situation we may be placed. We part to-night, principal, teachers, scholars and friends. Some of us may part never to meet again. Some may depart on the long journey to that mysterious home whence no traveler returns, to meet us again but in other world. Many of those who are here to-night, before another year passes over their heads, may be spread in the four different quarters of the globe. But we hope that the major portion of us may be reunited once more, if possible next winter, and that we may pass another term in this evening school which will produce as good results as this has, and in which we shall enjoy as much pleasure and reap as much benefit as we have during the past winter. We hope then, to meet our incomparable principal, Mr. Wright, and our ever dear and faithful teachers, and we do not doubt, that we have them, all things are possible. I will not detain you longer, my friends. None of us will ever forget the benefits we have received here, and be assured, that we will not forget the benefactors, you, dear teachers and friends. We will always remember the events of the town which ends this evening, as we trust, you will remember them with feelings of pleasure and gratification. Our united wish is that all prosperity may attend you, much happiness and honor be your portion, and that the good which you have done for us this winter may be returned to you with blessings sevenfold. We pray that the great Teacher and Incarnation of all Knowledge, who is above us to-night, may look down upon you and bless you for the work, the great and noble work, which you have performed this winter. I cannot say more. In the name of my fellow-schoolmates, dear teachers and friends, I bid you an affectionate Farewell.

Doubtful Reformation.

When we were a boy, our father employed large numbers of men in the cultivation of broom-corn. We remember that one autumn these men formed themselves into an association known as the "Reformation Society." By one of the by-laws of this society, any member who should use either profane or indecent language was to be subject to a fine of five cents for each and every offense. Another section provided that all fines collected should be expended in the purchase of whiskey for the use of the society! Truly here was a model reformation society. But absurd as this may seem, it is very similar in principle to the laws of some school boards we have since known. The society we have mentioned was very effectual in preventing profanity, but we cannot say that it had a very moralizing effect upon its members. We know a city that has hit upon a plan similar to this to prevent tardiness. The plan is this: The scholars of the school having the smallest per cent. of tardiness during the month are not required to attend school the last Friday afternoon of the month! That is, they are encouraged to be punctual, that they may escape the school-room for three hours' time. And yet this school board and their wooden superintendent fondly imagine that they are in this way forming regular habits in their pupils. The superintendent can of course show in his report that the plan lessens the amount of tardiness; for as he told us, the scholars are all so anxious to procure this blessed privilege of escaping the walls of the school-room, that rather than be tardy, many of those who cannot reach the school-house before the bell stops ringing turn round and go home. If the president of the "Reformation Society," could have

published a report he would have shown with as much truth that his society was doing much to reform the morals of its members. He could easily have shown by an array of statistics that the cases of profanity were ten to twelve per cent. less than ever before—some of the men were always too drunk even to swear. Of course the column of drunkenness would not appear in this report, any more than the column of street loafing appears in the superintendent's report.—*Iowa Normal Monthly.*

For the NEW YORK SCHOOL JOURNAL.

Education in Ontario.

A few facts and figures about our schools may not prove uninteresting to your many readers. We frequently receive enquiries from teachers in the United States respecting our school system. I shall in this paper endeavor to answer these enquiries.

Our schools are graded thus: Public Schools, High Schools, Collegiate Institutes and Universities. In the Public Schools the masses are taught. The teachers employed in these schools are graded as follows: First Class, Second Class and Third Class. Before a candidate is licensed to teach, he must pass two examinations, know how as professional and non professional. The latter comes first, and is a test of the literary qualifications, including the subjects of Arithmetic, Grammar, Geography, History—British and Canadian, Reading, Composition, Writing, Dictation, and the Elements of Geometry and Algebra.

After successfully passing this examination the candidate is required to attend a Model School for a session—about eight weeks. Here they are taught "How to teach," and conduct a school. They are required to teach more or less during the session to enable them to apply the principles taught, and thus enable the Principals to judge of the aptitude to teach. A professional examination is held at the close of each term on Education, School Law, Elocution, Mental Arithmetic, etc. If the candidates pass this examination satisfactorily and are well reported on by the Principals, the Board of Education grants a certificate to teach of the Third Class valid only in the county in which granted, and for three years. After teaching on this for three years the candidate is eligible for examination for the Second Class if favorably reported on by the School Inspector. The subjects and arrangements are as follows: (a) Arithmetic, Algebra, and Euclid; (b) English Grammar, Composition, and Dictation; (c) History, Geography, and English Literature; and (d) the optional groups, only one of which need be taken. The latter are:—(1) Natural Philosophy, Chemistry, and Book-keeping; (2) Latin; (3) French; and (4) German. Twenty per cent. of the marks in each subject and forty per cent. in each group are required in order to obtain a second B. For a second A the tests are 30 to 50 per cent., and no Latin, French, or German will count.

The candidates who successfully pass this non-professional examination must attend one of the normal schools for a term of eight or ten weeks, during which time they are allowed \$2 a week towards their expenses and traveling expenses. At the end of each term a professional examination is held, and those who are well reported on and pass satisfactorily, are granted a second class provincial certificate, valid during life and good conduct. After teaching two years on a second the candidate is allowed to write for a first. The subjects for this grade are similar to those of the second, but are taken up much more extensively, and the questions are made very difficult. Certificates and degrees from other provinces are not recognized in Ontario. All public school teachers must submit to these examinations. Salaries range about as follows: Third class, males from \$300 to \$400; females from \$200 to \$350 per annum; second class, males from \$400 to \$600, females from \$300 to \$400; first class, males from \$500 to \$1000, females from \$300 to \$600.

We teach five hours a day, five days a week, and ten months of the year. Board, washing, etc. costs from \$2 to \$2.50 a week in rural districts and from \$3 to \$5 in cities and towns. Our high schools are taught by university men and are feeders to the universities; all pupils entering from the public schools are subjected to an entrance examination; the papers given at this examination are nearly as difficult as those given for third class certificates; each high school has two grades, lower and upper; an intermediate examination must be passed before entering the latter; the subjects of examination for this intermediate are the same as for second class certificate, with an option of taking Greek, Latin, French or German, instead of natural philosophy, chemistry and bookkeeping.

Our universities only are empowered to grant degrees.

ROOMS.

The cost of tuition per pupil in the Chicago schools during the past year, was \$11.40 against \$11.40 for the previous year. Superintendent Pickard estimates that 6000 children in the city never go to school, either public or private, and are growing up in ignorance and idleness.

From the Scholar's Companion.

Compositions.

AMELIA'S BILLY.

I'll tell you, my children, about little Billy,
Who's a very dear creature, and not a bit silly.

He lives on a farm which we call Trout,
Which is nicer by far than any about.

He wears a brown coat which is far from new,
And when nicely brushed looks very well too.

The hair on his head is of blackish brown,
It curls in the fashion about his crown.

His eyes are as bright as the swift gossamer,
And their beauty is such that no words can tell.

His feet and limbs are trim and neat,
He uses them well, but is not very fleet.

He carries his lady to town every week,
And when doing her shopping, he stands quite meek.

He's as patient as Job, though he has no wife
To make him curse this wretched life.

Now this is a portrait of Melia's Billy,
And if she loves him she is not silly.

For if she did not it would be mean indeed,
As he works for her, for only his feed.

New York City.

E. G. T.

THE SCHOLAR'S COMPANION.

I like your paper, it is very neat,
It took me by surprise complete;
What lots of news and lots of fun
Are found in the SCHOLAR'S COMPANION.

All your young friends here round about
Are telling me without a doubt,
That it's the best paper of the kind
That any one can read or find.

First are some stories that lessons well teach;
Then there are letters from friends within reach;
Dialogues too you are sure to find,
And compositions of the rarest kind.

About great men you can also read,
Or get information that you may need,
History questions come in with the rest,
And trials for prizes of the very best.

Now, young friend, if you're not a dunce,
For the COMPANION you'll subscribe at once.
For its leading paper above all the rest,
From the East, where it starts, to the far far West.

JOHN B. LIPPOLD.

THE TEN BEST AMERICAN POETS.]

The ten best living American poets are as follows: Longfellow, Whittier, Lowell, Bryant, Holmes, Taylor, Saxe, Harte, Miller and Boker. Henry Wadsworth Longfellow, the most popular of living poets, was born at Portland in 1807; he graduated at Bowdoin college 1825; he went to Europe and studied and traveled; he has been twice married. His principal poems are as follows: The Death of his first Wife, the Bridge, the Builders, Tales of a Wayside Inn, Resignation; he lives at Cambridge, Mass., in an old house where Gen. Washington quartered during the revolutionary war; he is seventy-one years of age.

"Lives of great men all remind us
We may make our lives sublime,
And departing, leave behind us
Footprints on the sands of time."

John G. Whittier was born at Haverhill, Mass., in 1808; while a boy he worked with his father on a farm, and in the winter assisted in making shoes; he had no very good opportunity to get an education, which he got in his own neighborhood; he is a bachelor, and lives at Amesbury, Mass. Whittier has written both in prose and poetry; his principal poems are: Maud Muller, My Psalm, My Playmate, Snow Bound, and Among the Hills, which is very beautiful.

"For still in mutual suffering lies
The secret of true living;
Love scarce is love that never knows
The sweetness of forgiving."

James Russell Lowell, poet, essayist and critic, was born at Cambridge, Mass., in 1819; he graduated at Harvard College, and is also professor in belles lettres. His knowledge is extensive, his judgment sound, and his style both brilliant and forcible. Among the best of his poems are: Sir Launfal, A Glance behind the Curtain, Under the Windows, Commemoration Ode, the First Snowfall, Longing, and The Change-ling.

"And what is so rare as a day in June?
Then if ever come perfect days,
Then heaven tries the earth if it be in time,
And over it softly her warm ear lays."

Wm. Cullen Bryant, the oldest and in some respects the best of living American poets, was born at Cummington, Mass., in 1794; after receiving an education and elevating himself to the study and practice of law, he connected himself in 1826 with the New York Evening Post, of which he is now chief editor and proprietor; he lives at Roslyn, L. I., and is now eighty-four years of age.

Truth crushed to earth shall rise again,
The eternal years of God are here;
But Error wounded, writhes in pain,
And dies amid his worshippers.

O. W. Holmes, one of the most witty, original and brilliant writers of the present day, was born in 1809; he graduated at Harvard College, and also studied medicine in that institution; he is distinguished both in poetry and prose. His principal poems are as follows: The Old Hoss Shay, Union and Liberty, Welcome to all Nations, My Aunt, etc. Two humorous poems are among these, the One-hoss Shay and My Aunt.

"Come, dear old comrade, you and I
Will steal an hour from days gone by—
The shining days when life was new,
And all was bright as morning dew."

Bayard Taylor, poet and traveler, was born at Kennet Square, Pa., 1825; at the age of nineteen he set out for a European tour with only \$140 in his possession. He was chosen to compose a national ode for the centennial anniversary of American independence, July 4, 1876. Principal poems: Poems of Home and Travel, Picture of St. John, the Poet's Journal, etc.

"Sleep, soldiers, still in honored rest
Your truth and valor wearing;
The bravest are the tenderest,
The loving are the daring."

Cincinnatus Heine Miller, better known as Joaquin Miller, was born in Indiana in 1841 in a log cabin and what was then a dense wilderness in the Wabash district of Indiana, where he had no opportunity of educating himself; when ten years of age he went with his parents to Oregon, he spent three or four years on a farm, and then went to California. In 1870 he went to London, where he is also known as well as on this continent. His principal poems are: Songs of the Sierras, Songs of the Sunlands, the Ship of the Desert, and Burns and Byron.

"In men whom men condemn as ill
I find so much of goodness still,
In men whom men pronounce divine
I find so much of sin and blot," etc.

Francis Bret Harte was born at Albany, N. Y., 1837; at the age of seventeen he went to California, where he became successively a school teacher, a printer, a miner and an editor. His principal poems are: The Heathen Chinese, In the Tunnel, and Chiquita.

"Which I wish to remark,
And my language is plain,
That for ways that are dark
And for tricks that are vain," etc.

John G. Saxe was born in Vermont in 1816, and graduated at Middlebury College of the class of 1839; he studied law, but has devoted most of his life to literary pursuits. His principal poems are: The Proud Miss MacBride, the Briefless Barrister, etc.

"Singing through the forests,
Rattling over ridges,
Shooting under arches,
Rumbling over bridges," etc.

Geo. H. Boker is a native and a resident of Philadelphia; was born in 1824; graduated at Princeton in the class of 1842, and studied law, but does not practice. Among his principal poems are: The Grocer's Daughter, the Ballad of Sir John Franklin, the Black Regiment, etc.

"Stop, stop! and look through the dusty pane—
She's gone! Nay, hie! again I have caught her:
There is the source of my sighs of pain,
There is my idol, the grocer's daughter!"

TEMPERANCE.

Temperance is a noble cause. What a shame it is for a rum-seller to send men down to their graves, drunkards. It is rum that is ruining our land, and makes widows and orphans; and it is not the men only that use this intoxicating drug, but also women and even children; but perhaps children would never use it if the example were not set for them, by their parents. What a sad sight it is to see a drunken man reeling about the street, intoxicated by this dreadful drug; what a pity it is that it was ever made. When the homes of many might be made pleasant, many are made unhappy by their fathers and mothers becoming drunkards; many a poor forsaken child goes all day long without anything to eat, because all the money that their parents earn is spent for liquor. I think the Temperance meetings, which are being organized all over the country, are a very good thing. I once read a story where a drunken man entered a temperance meeting and reeled up the aisle of the church, sat down in one of the seats and took out his bottle and took a big drink; the people gathered around him and prayed for him; his wife was a very good lady, for she was President of the Temperance meeting, although her husband was a rum-seller. That night the man signed the pledge and kept it until he died. So you see any one can keep the pledge if they make up their minds to do so, for this man was a very hard drinker. A rum-seller—what a mean name it is; he is in the very lowest of society; no one respects him but his drunken comrades, and even they sometimes heap curses upon his head.

MARY G. LUKENS.

G. F. HANDEL.

George Frederick Handel, was one of the greatest melodists and musical composers, whom Providence endowed with talents to delight, and enrapture his fellow-creatures. He was born at Halle, in Upper Saxony, on the 24th of February, 1684; and almost in infancy displayed a remarkable talent for music. His father, who was an eminent physician, was anxious to bring up his son to the profession of law, which was clearly shown, by his sending everything in the shape of a musical instrument out of the house. Young Handel's genius was not, however, to be subdued. He obtained a clarichord, through the efforts of a trusty servant, and with this he continued to practice, in a solitary garret, after the rest of the family had sought repose. An elder brother being in the household of the Prince of Saxo-Weissenfels, Handel was taken, at the age of seven, to visit the ducal palace. Happening to arrive at the royal chapel, just as the service was concluding, he stole into it unperceived, and commenced playing upon the organ. The rich sounds reached the ears of the prince: he immediately inquired who was playing the organ; when with surprise, it was found to be Handel, the prince requested, that both father and son should be brought into his presence; the result was that Handel was to be instructed by the organist of Halle Cathedral; when at the age of fourteen, he was sent to Berlin; at this place he made the acquaintance of Attilio and Bononcini, who were afterwards his rivals on English ground. Soon after this his father died, when Handel set off for Hamburg, where he wrote his first opera "Almira," which had a run of thirty nights. He visited England in 1710, where he wrote the music to "Rinaldo," in the short space of a fortnight. His "Messiah" was first produced at Covent Garden in 1741, under the title of "A Sacred Oratorio." He made his last appearance in the Spring of 1759; dying soon after, he was buried in Westminster Abbey; a beautiful statue was erected in his honor, bearing the inscription, "I know that my Redeemer liveth." J. H. METTLER.

A PIANO.

A piano is a very queer object. It has five legs, one at each corner, and one in the middle. There is something very queer about this middle leg, for it has two brass cords which my big brother said were pedals. In the front part of the piano is the key-board, with white ivory keys; but if I was going to unlock a door, I would not use one of those keys, no indeed! Or if I wanted a board to put on my swing I would not take that key-board. I know better than that, for I was ten years old on my last birthday; but that is not the point, as my papa says. The piano has a lid, which covers it all over and keeps out the dust. If you lift the back part of this lid which is very heavy, you will see little pieces of yellow fannel jump up and down. These are called hammers, but I think it is a very cruel name, so I call them jump-up fairies, for that is what they look like.

I have seen pianos with only three legs, and in nice houses, too. If I lived there I should find the other leg, and get my brother to screw it on; for how do you suppose you would feel with one leg gone? that is just how those three legged pianos must feel. Poor things! a person ought not to own a piano if they don't know enough to see that all its legs are on. It is eight o'clock and mamma says I must go to bed. To-morrow I will send this to that paper my sister takes with compositions and things in it. Won't she be surprised to see at the end of this

A. B.

Last Winter, at school, we had a Gazette, as we called it. The scholars gave original articles to the boy or girl who was chosen editor, and whose duty was to read the poetry or compositions handed to him at the Friday afternoon receptions. On the 13th of February, I with another boy, was detained in the school-room—not for any bad behavior—until every one had gone, and we were left to "see that the windows and doors were locked before leaving," as our teacher said after putting on his hat and coat.

Although it was in February, a heavy shower came up, and Friday—my school-mate—said to me, "Leather Pills, don't let's go home in this storm. It does not look as if it would last very long, though it does pelt like the dickens. What say you? Shall we wait?"

"Just as lieve," I responded, and we fell to talking.

"To-morrow's Valentine Day," said Friday, "and we won't have time to go to the village for valentines on account of this rain. I tell you what, Pills, let's make one ourselves."

"Oh, no Friday. Think of sending one to Josie Seymour. I wouldn't do it for anything," said I.

"Fraid of a girl. I dare you to send one to her," said Friday.

This was quite a different view to take of the case, so we set to work with colored paper, mucilage, pen and ink. We made quite a gorgeous one, pasting a dove, which Friday cut out, on the first page, and two on the next. Then a idea presented itself to the mind of Friday,

"Tell you what, Leather Pills," he exclaimed, "if you cut off a piece of your hair, and fix it on with a piece of blue paper, it will look jolly. I'd take mine, but it's so short; besides yours is a better color and finer."

So I clipped off a little piece and did as he directed. Ah! if I had but paused for a moment, and not done as my friend suggested, what mortification I would have been saved.

At last our grand work was finished, and putting it in an envelope, and addressing it to "Miss Josie Seymour," in a very business-like hand, we started for home, after obeying our teacher's request about the windows and doors.

The next morning on the way to school, I ran noiselessly up the steps leading to Josie's house, and ringing the bell, I dropped the home-made valentine on the threshold and fled. I did not hear anything of it until about three weeks after, when I was elected editor of the Gazette, and Friday afternoon after taking my position at the desk, a pile of MSS. was laid before me to be read. The first one was an essay on "Reading of the present day." Between each article, singing or recitations were given, making a pleasing variety. As I took up the third paper, and stepped on the platform, I saw it was a piece of poetry entitled St. Valentine. As my eye glanced over the page, I ground my teeth, and flushed with anger, as I saw it was the account of the valentine I had sent a few weeks before. But retreat was impossible, so summoning all my courage, I read what I now give you to read.

ST. VALENTINE.

Before the year was growing old,
Saint Valentine came round;
And at my door, as I was told,
He came without a sound.
It was a messenger of love,
Though home-made it is true;
Upon the first leaf was a dove,
Upon the next were two.
And right beneath the dove so fine,
Was pasted on with glue;
Something I could not well mistake,
His hair of brownish hue.
I showed it to my dear mamma,
And she indignantly grew;
She said she show it to papa,
And out the room she flew.
The door she shut it with a bang,
And I took up my treasure;
To tear it not without a pang,
In pieces at my leisure.

That miserable doggerel is indelibly stamped upon my memory. I shall never forget the shame I felt while reading, nor the glances of wrath I bestowed on Josie Seymour. Not until many months after, did I learn that it was not she who wrote it, but her cousin, a laughter-loving miss of fourteen. And now, dear COMPANION as I say good-bye, let me say that I am forever cured of sending valentines. LEATHER PILLS.

I suppose the readers of the COMPANION would be interested to know how they spend Christmas here, and although I cannot describe it as well as some one older than I, yet I will try it. They have a good many fine feasts, Christmas trees, and many presents. The little ones receive a great number of toys, such as dollies, rocking-horses, picture books, tops, and a great many others. There are also many poor children who never get any presents, and are often very sad when Christmas comes, while others are so happy. The night before Santa Claus comes to fill the stockings some of the larger boys go belching. They have masks which they put over their faces, so that persons cannot tell who they are. These masks are made to represent many things. I suppose they do it to frighten persons and have sport; sometimes groups of them start out to go to church. There were seventeen at one of our neighbors last Christmas. Last Christmas a year, there was one at our place. He looked frightful; but he had his face colored with shoe-polish. Christmas is now past, and it will be quite a while until the belching will come again. But I do not care if they do not come for a while, for they do not look very nice. I sometimes wish they would forget their whips, for they make such frightful noises with them. The week before Christmas they have a great time baking Christmas cakes. And then, when their friends come to see them they treat them to cake. I like cakes and candy. I was very much pleased that I received one of the prizes, and I thought it was real pretty, and the torry was also very pretty to read. I thank you very much for the

book. I do not know as I will get the prize for the best letter, but then I cannot expect to get all the prizes. LIZZIE MECK.

AUTUMN LEAVES.

Autumn includes three months, September, October and November. It is during these months that the leaves fall. This is the reason that the Autumn is called the fall of the year. Before the leaves fall, many of them become beautifully colored, and these are what we call Autumn Leaves. The variety of colors of these leaves look beautiful before they fall from the trees. A grove of different kinds of trees is a beautiful sight to see, after the leaves are colored; the maple-leaf is bright red, and some of them are yellow; the oak is a deep red, and the walnut yellow, and other trees have their leaves variously colored. The leaves of some trees are changed earlier than others, and some at first are only partly changed, so that the green mingles handsomely with the bright red, yellow, and other colors. A single tree standing by itself is often admired when it is partly changed; the maple especially, as the top generally changes first. I have often seen the top bright red mixed with yellow, and red and yellow mixed green in other parts of the tree. At a short distance the top of the tree looks like a large cluster of red and yellow flowers; and the other parts of the tree look as if the flowers were coming out among the green leaves. When the sun shines brightly, all the different colors of the leaves, make the woods look as if they were covered with blossoms. It is a splendid sight to see, when you look off from a high hill, or mountain, over the woods on the lower lands and valleys; it looks as if monstrous bouquets were stuck down in the ground. When the leaves put on these bright colors it is the beginning of their death; they soon fall to the ground and become part of the earth. When these leaves fall to the ground we gather some of the prettiest ones, with which we ornament our rooms; they look very pretty when they are waxed, and made into wreaths and bouquets; they have to be waxed, and pressed between paper, so that they will remain the same colors. How these colors are made we do not know; but they are very beautiful—more beautiful than any one can paint them. They remind us of our own mortality as they fall to the ground and die.

CARRIE A. LANTERMAN.

ADVENTURE IN PALEMBANG.

Of course you all know where Palembang is, so I'll not stop to tell you; but if you don't know just look in the Geography, for I'm not quite sure where it is myself. One rainy morning after traveling about for a long time, I find myself in this delightful town. I had just stepped from the train and was in a great flurry, as I had no umbrella, and the rain poured down in torrents. All of a sudden I heard a heavy rumbling sound, and turning in my fright, I slipped from the little platform that surrounded the forlorn old station, and sank about a foot deep in the soft yellow mud. With difficulty I extricated myself from this trying position, and stood once more on the bare platform, looking, I am sure, very deplorable. My carpet bag was nowhere to be seen, and I glanced round the corner of the station just in time to see a little barefooted boy making off with it at a speed that would have done credit to a racehorse. I saw that all pursuit would be useless, and after collecting my scattered senses and becoming resigned to my fate, I stood for a moment surveying the surrounding country. It was about 5 o'clock in the afternoon, and the air was close and oppressive. The flat, marshy country was entirely deserted—not a habitation of any description was visible, and I saw no way of reaching the village, if there was one. A last resource, I tried the door of the station but, alas, it was locked; and as for the windows, why they were so high up you couldn't have reached them if you had been a giant. I thought of rope ladders, pulleys, and all other impossible things by which I might reach the windows but, of course that was of no use. I was beginning to feel pretty miserable. All this occupied much less time than it takes to tell it, and meanwhile the heavy rumbling sound increased. At last there came upon the scene, (I cannot say of action) an old rickety cart, each wheel of which was extremely loose, lagging along at a little less than a snail's pace. Of course it was alone, but drawn by an old white horse who looked as if it could not possibly survive more than two hours at the utmost. Every step seemed to be twice as slow as the last one, and to my great surprise the elegant vehicle was vacant; and where the old horse was going to I could not imagine; but I determined at all risks to jump in and ascertain where he was going, as nothing could be worse than remaining there all night. Accordingly, I hopped in quite briskly, wrapped my cloak closer about me, and finding an ancient umbrella in the bottom of the cart I opened it triumphantly. Taking the lines, I called to the swift steed, as loud as I could, to go on, but he did not seem inclined to follow my directions, so I closed my umbrella and gave him a slight touch with the formidable weapon. He paid no more attention to it however than if it had been a fly. I redoubled my exertions all to no effect, until he heard the car whistle, when he started at a pace that quite surprised me and made me alter my opinion of his traveling propensities. He trotted on through mud and mire until I was quite exhausted by the violent jerks and lurches. Having never been to sea, I knew nothing about it, but came to the conclusion this must be nearly as bad. In a moment more I saw to my dismay, not to say terror, that he was heading straight for an old muddy pond. I touched the lines, but it did no good. So taking the umbrella, which I considered as common property, I alighted quite briskly leaving the horse to its almost certain fate. How I managed to get home I will tell you some other time, but I'm afraid if any one had asked me my opinion of the place I should have advised them never to go there.

KITTY BENT

WHALEBONE.

(From an object lesson, given by teacher.—Ed.)

Whalebone is obtained from the jawbone of the whale. On the upper jaw there are plates from nine to fourteen feet long, but towards the ends of the jaw they get smaller; there are about 300 of these plates on each side; these plates on the sides and below are covered with thick fibres; these they take and boil for a few hours, and then they can cut it into any shape they wish; then it becomes hard and black. These fibres act as a sieve or strainer. The whale opens its mouth and shoots along very rapidly till its mouth is full of water and small fishes and insects; then it shuts its mouth and forces the water through these fibres to catch its food. It lives principally

upon small fishes. Its jaw is spoon shaped. A large whale will produce one ton of whalebone. The Greenland whale is from fifty to sixty-five feet long. If you bend whalebone, it springs to its place, then it is elastic and tough. The colors of whalebone are white, black and grayish black. Its use is for umbrella stretchers. They split the whalebone to make brushes. It is used for making bonnets, whips and canes. Theavings are taken to enrich land.

JOHN H. BURKHOLDER.

HOW CIDER IS MADE.

They pick the apples off the trees and pick them off the ground, and put them on the wagon and haul them to the press; they have a stick and put the apples in a little box with holes, and a little yeast, and they have a barrel, where the spout is, and let the cider run into the barrel, and put it on the wagon and haul it home, and then it is over.

Aged eight.

GEORGE M. BURKHOLDER.

TREATMENT OF ANIMALS.

Always treat animals kindly. I like to see children have pets. You do not see now, as you used to, men flay their horses or overworking them. If a man would think how useful a horse, an ox or bull is, he would not treat them as he does. Remember the good Mr. Howard, who, when his horses became supernaturated, used to treat them as friends; so did Gen. Geo. Washington. Can you not respect animals?

Eleven years old.

JOSEPHINE FASSIN.

LIST OF EMINENT AMERICANS.

1 George Washington, 2 Abraham Lincoln, 3 Grant, 4 Hamilton, 5 Franklin, 6 Jefferson, 7 J. Adams, 8 Daniel Webster, 9 Wm. H. Seward, 10 Henry Clay, 11 John Jay, 12 John Marshall, 13 James Kent, 14 Patrick Henry, 15 Benj. West, 16 Henry W. Longfellow, 17 Wm. Cullen Bryant, 18 Wm. H. Prescott, 19 Ralph Waldo Emerson, 20 Nathaniel Hawthorne, 21 Washington Irving, 22 S. F. B. Morse, 23 Jonathan Edwards, 24 Wm. Channing, 25 David Farragut. EMMA BRAZIER.

From the Scholar's Companion.

The Writing Club.

DEAR EDITOR:—This wintry eve I will write to you, as I feel so well acquainted since reading the COMPANION. My teacher, Miss Hand, thinks that you will be pleased if we would write to you. We have had a fall of snow, about three inches deep. We were to visit the Lampeter school, on New Year's day. Although New Year's was a holiday, Miss Williams, the teacher of the Lampeter school, had school. But they had nothing but dialogues and recitations. Her pupils presented her with a large Bible, for a New Year's gift. They had a good many visitors that day. There were six from our school present. We are about one mile from the Lampeter school. They had a beautiful bouquet in the center of the table. I suppose her pupils gave it to her. A good many of her patrons were there also.

EMMA L. FRAELICH.

DEAR COMPANION:—I read the other day how the word Yankee originated, and thought some of the scholars would like to know, so here it is:—A farmer of Cambridge, Mass., named Jonathan Hastings, who lived about the year 1713, used it as a favorite word, meaning excellence; as a Yankee good horse, or Yankee good cider. The students of the college hearing him using it a good deal, adopted it, and called him Yankee Jonathan. Like other slang words, it spread, and came finally to be applied to the New Englanders as a term of reproach. With love to all the readers of this paper, I am,

Your friend LILY.

DEAR SIR:—I am so well pleased with the SCHOLAR'S COMPANION I thought I would write, and tell about my school affairs. The name of our school is Sorrel House, and is situated on an elevated place near the village of Sorrel Horse, in East Earl Township. I like to go to school and like my teacher, and fellow pupils, and also my books. We have a nice school-room with pictures and mottoes on the walls and also a nice bouquet of evergreens and autumn-leaves. Our school-house is a very nice large stone building with a belfry. The photographer was at our school and photographed the house, grounds, and pupils. We have sixty scholars. I missed three or four days for which I was very sorry. I have learned more this session than any other. We have quite a number of studies which I will name: spelling, grammar, mental arithmetic, written arithmetic, geography, literature, history, reading and book-keeping. We enliven our school with singing. As I am writing this, the snow is falling very rapidly and it reminds me of visiting schools. I hope that my teacher and school-mates will have an opportunity to visit schools while the snow lasts. Your friend

EDGAR B. DUCHMAN.

I want to propose a plan to the members of the Writing Club, which I hope will meet with their approval, namely: Let each one tell what he or she has found out, may, can or must be done, in writing letters. I know there are certain rules, which should always be followed, but there are good many little points which help to make a letter look nice. I will give three which I have noticed.

1st. That if you commence a letter "Dear friend," it does not read well to sign yourself "Your affectionate friend," as it is only a repetition.

2nd. When a letter is written from a large city, say New York, it is better to have the heading, New York, and the date after, than to put the whole or part of the address there.

3rd. That when only the name of the city (if it is a large city), is placed at the beginning, the residence of the writer should be after the signature, in the left corner.

I hope the scholars will answer this in the next number of the COMPANION.

MABEL WAYNE.

I have received a few more subscribers for the boys' and girls' greatest friend, the SCHOLAR'S COMPANION. I like the paper very much, and all my friends who have received it prize it very highly also. Nearly every one wishes it would come earlier in the month. I did not know what to write to interest you, so I thought I would tell you what a delightful sleigh ride we had on the 8th of January. Sometimes we were sleighing on the snow and sometimes on the ground. We went

to visit Mr. Woerth, who had been our teacher for the last three years. The sleighing was not as good as it might have been expected, because there did not more than about seven inches of snow fall. The school is about four miles off, but the bells jingled and the sleighs glided along so swiftly that the ride did seem as long as it really was. We had thirteen sleighs and there were thirty-two scholars along. We returned to our school, feeling that we could work with a better will than ever. We are determined that other schools shall not get along better than we. I was very much surprised when I saw in the paper that I had won a prize. I feel very thankful, for I think it will well repay me for what I have done. Some of the boys and girls of our school who have failed in trying for prizes, are not yet discouraged, but are still trying for more. Our teacher says we must not care if we are not always the winners, and that the effort to get correct answers helps us to learn more. I would say to those who do not take your paper, that the SCHOLAR'S COMPANION is a friend to all; if you never have seen it, just give it a call. G. H. MECK.

While at school yesterday afternoon, I happened to see on the teacher's desk, this splendid paper, the SCHOLAR'S COMPANION. The teacher, who is a very kind gentleman, allowed me to take the same home, and I need not say that I was perfectly delighted with it. I would like very much to become an agent for your paper, as my teacher has asked me. I also send you a composition which I hope will meet with your approbation. GEO. A. KESLER.

I have been thinking it was about time for me to write to the Writing Club. I am sorry I neglected to send one last month; but hope to be excused. I will tell you what I saw the other night. I went to a show where they had a magic lantern; it was a very large one owned by Mr. Maynard, of Maynard's art exhibition. Some of the pictures shown were very pretty; they represented beautiful statuary and paintings from the Centennial; views from the white mountains, from Niagara Falls, London, Paris, Milan, Florence, Naples and Rome. I was well pleased with what I saw, but now I must tell you what fun I had coasting to-day. I have a sled with spring runners, which makes it go over the rough places with ease. My brothers and I started out in the morning and went to one of the hills near us, and were soon flying down the hill. We had a great deal of fun, but after a while the hill became crowded with sleds, which made it rather hard to go down, and besides some large boys amused themselves by throwing snowballs at us; but we got off of our sleds and joined in the fight, and there was a regular shower of snowballs flying round our heads. I was hit several times, but not hard enough to hurt me. The snow fight continued for sometime but we were at last victorious, for we succeeded in chasing the enemy away. I must now close my letter, for I fear it is getting too long.

RED STAR.

I was surprised when I heard that I had received one of the prizes for the neatest copy of "Mary had a little Lamb." I did not expect to receive the prize, although I thought I would try and write the verses as well as I could; I heard there was a package at the post office for my teacher, Miss Hand, and I thought maybe it was the prizes, but I was disappointed. We had the whooping cough in our school; I had it too, but not very bad; I was not afraid of getting it, but I got it anyway; it is not very pleasant to have it; I missed three or four weeks of school and was very sorry. Some of the pupils had it very hard, and had to stay at home five or six weeks; almost the whole school had it; some came to school before they were quite over it and they had to cough pretty hard; they had the diphtheria a few miles from here, but we had nothing worse than the whooping cough.

AMANDA FRAELICH.

P. S.—I did not think I would receive the prize before I would be done writing; after I had the letter written, the prizes came; I was very much pleased with them; I think they were both very pretty; I do not know which is the prettiest. I thank you very much for it; there are some very pretty recitations in my book. I think I must take some for a recitation some time.

A. F.

Why don't more girls try for prizes? In the December No. of the COMPANION, in the list of awards, the boys predominated; the boys too write more letters. Are the girls afraid to see their name in print, or are they ashamed to express their ideas, or haven't they any at all? Which is it? I hope they will make more efforts than they have done; they ought to win all the prizes! Just think of it! If the girls should win all the prizes for one month, what would the poor boys do. It is too dreadful to think of. Let us drop the subject. As the Writing Club seems to have no dessert on its table, I sign myself, from my favorite dish,

PLUM PUDDING.

(The following was not intended for the Writing Club, but it is so nicely worded that we give it for the benefit of the scholars.)

I am a contestant for the prize offered by you, "For the best design to fill an angle, one side being eighteen inches and the other twelve inches, to be used as a bracket or otherwise," and desire to present the accompanying design for your examination. The work is original and the result of my own unaided efforts, both in conception and execution. HENRY WINTJEN.

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NEW YORK, MARCH 2, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to paper, you do not do an undeniable fact that the JOURNAL has been placed in our hands to send the JOURNAL to those who are too poor to afford it, and number we hope is not very large.

SUPT. KIDDLE recommends that women be employed in preference to men in all except the higher grades of the grammar departments. This testimonial to the teaching power of woman is of the highest value, as it comes from one who is in a position to measure the results of her work and compare it with that of her masculine competitor.

He speaks with much confidence of Dr. Leigh's phonographic alphabet, as aiding the process of learning to read. It is one of the curious things to be explained why teachers are so averse to employ improvements that facilitate their own work. No one uses Dr. Leigh's system unless obliged to; the publishers furnish the books at the same price, those who have used them declare in favor of it, and yet it makes but slight headway. There is no conservative more cautious than the teacher.

The Water Color Exhibition.

We cannot do better in this article than by giving our notes made with the pictures before us. 193, by Marshall, is a study of daisies; among these are a few timothy heads; the picture is truthful and pretty.

188, by Gay, is a study of daisies and rye; it is thin and poorly colored.

193, by T. W. Wood, is of a man bearing a placard, 'I am blind'; it is vigorously drawn, and tells most forcibly the story the author intended.

171, by Miss Abbott, is charmingly painted; few can surpass the truthfulness and beauty of the rose of roses.

166, by Emerson, is a story of roses too; it is well told, but not so well as 171.

147, by Shelton, can hardly claim to be a picture.

149, by Satterlee, is pretty, but lacks breadth and force.

145, by Tiffany, is a fine picture because it suggests something real; it well repays every glance; it is a part of life, it lives itself.

148, by Bourgoin, is an interior and is wonderfully done.

140, by Wyant, is a failure; it is an imitation of the school that 'blotch' on color; if it is blotched on right, well and good. Does any one expect to see a scene like this?

135, by Bricher, is not a good picture; it is out of harmony, and it has not a good keynote either; it has had labor enough on it.

130, by Farrer, is a very pretty affair; in fact one of the most complete in the collection.

143, by Symington, has no distance; simply as a figure piece it has considerable merit.

124, by Mrs. Wills, has a sky that spoils it.

99, by Farrer, is well drawn and nobly colored.

146, by F. H. Smith, has a defective sky; but its simplicity, grapes, a rock or two, a cow or two, an old fence and a strip of the heaven, composed together, give it an inexpressible charm; it has a poor sky.

152, by Mrs. Bloodgood, will suit the ladies, who will say it is 'too sweet for anything.' Is it?

189, by F. H. Smith, is weak in its foreground; it does not rest the eye at all; the left hand corner is the only place of relief.

188, by Colman, is good in a few respects only; the trees and mountains are failures.

179, by Tiffany, is an admirable picture; it does not tire one to see it; like watching a company of men at work you keep looking on interested.

35 is by Symington. We must protest against the proportions of the figure in the foreground; the neck tree does not stand like a post in the sun.

31, by Bricher, is very, very good.

12, by Abby, is very well drawn and colored; 'sold,' and it deserves to be.

79, by Miss White, is a well colored sketch of Marsh Mallows.

89, by the same, is a mass of white and purple asters and golden rod, and is well painted.

85, by Magrath, is a figure piece of much merit; you admire the character of the plainly dressed girl, but her chin is too long.

41, by Miss Abbott, deserves a purchaser far more than some that are sold already.

36, by A. F. Bellows, is almost perfect; it is worthy of the genuine artist; we do not like that sky, however; there are so many charming skies, why not fit one on that would complete the very charming picture?

37, by Law, is a cold picture; otherwise it is good.

The above notes were made without a catalogue; the names have been supplied since; they may not flatter, but they are certainly expressive of the merits of the pictures so far as they go; it was intended to elaborate them, but time will not permit.

The pictures are not as good as in previous years. There are some that are very weak indeed. Why do the officers let in any painted on colored paper? It ought not to be permitted; let each color his own.

Examinations.

THIS plain question, "How shall examinations be used to further the interests of the pupils," is worth answering. That they may become hostile to the interests of mental growth is well known; that they may fall of really denoting the real standing of the teacher is also well known. Look at the more common and apparent results: "My room averaged 88 per cent.," says one teacher. "Mine was 92," says another. "I should have got 95 if it had not been for a blockhead who could not define a common fraction," says another. Before the examination how diligently is the cramming process carried on! At a failure to answer correctly the teacher is heard to say, "A pretty figure you'll make at the examination!"—if no more severe language, implying mental inferiority, is employed. To get ready for the examination; to have got through with the exami-

ation; the first is the stage of dread, of anxiety, of oppressive care; the second is of relief and possibly joy.

1. Examinations induce teacher and pupils to take a mechanical conception of education. The best educators deplore the low estimate that is placed on education by teachers; they insist that discipline is the true end and knowledge the result of discipline. The examiner looks after knowledge only—he estimates discipline by the power to produce knowledge. The higher purposes of education can never be secured by the mechanical method; that method sows with the intention of reaping at once. The work of education must be made one of pure faith; as the daily growth of a plant cannot be seen, neither can the increased strength resulting from daily mental exercise, yet the attempt is seriously made. Hence examinations are in very many cases hostile to genuine education.

It may be well to state here that it is the misuse of examinations that produces these results; they have a place, they have a value, but children and teachers do not exist for the purpose of being examined. Of late years it has become a fashion to have examinations; almost every city superintendent sends in his annual report bristling with examination questions, and some give both questions and answers; they are in French and German; in geometry and grammar. The "latest out" is the "written" examination, applied to even young children.

Before writing further let three questions be put: (1) Can a mark or figure be made that shall adequately and righteously represent a pupil's mental growth or standing? (2) Can the value and efficiency of a teacher be justly represented by a figure or mark? (3) Finally can these marks or figures be compared with each other so as to give accurately the relative standing of teacher with teacher? Thus if Miss Smith is marked 90 and Miss Brown 92, does it follow that the results produced by the latter will be always better than those produced by the former? To return to the main subject.

2. Examinations cannot test the highest and best work of the teacher. They can find out some of the facts imparted—they can, provided the memory is tenacious (and in two thirds of all children it is defective) find out a few things (and in practical life) as certain well-remembered judgments drawn either properly or at all, from the premises given. But this is not done, for want of (1) ability in the examiner; (2) time; (3) because of fright in the pupil. It is in the knowledge of most teachers that the questions only test the possession of "facts" by the pupil. The only one who knows the pupil's power of mind, the discipline he has acquired, and his progress in real education, is his teacher, and his teacher cannot do it until months have elapsed. Education (as a process) is defined to be drawing out a child's powers of mind; the examiner enters and judging by his methods, education is the possession of facts. If a pupil possesses a good memory and is not frightened he will pass a good examination; if he has a slow, unready memory, but an excellent judgment, he will be set down as poorly taught. "The gifts of the gods are unequally strewn," says Homer; and the school room shows it.

3. Examinations cramp the powers of the teacher. The teacher may enter the school room enthusiastic to benefit the pupil. It is soon said to him of our plan "that it is all well enough, but you will not be examined on that"; so that he soon finds himself going over and over what he knows is distasteful to pupils as well as himself, and presenting the excuse, "you will be examined on this subject and hence must be ready."

This constant preparation for examination instead of for practical life reminds one of the old colloquy, "You razor seller are a knave, you sold me razors that will not shave."

"Shave? They were not made to shave," replies the razor selling knave.

"What were they made for then, pray tell?"

"Made for? replies the knave with loudest yell. "Why they were made to sell."

Learn this not for its usefulness, retain it not for its usefulness, but to show that I have taught it to you, cries the teacher. Now it is a duty, as every teacher knows, to forget. When you raise wheat you must gather it, straw and all; you thresh it and throw aside the straw; you winnow it and throw aside the chaff; you grind it and throw aside the bran. Knowledge is never obtained net; the most erudite tell us the process of education is a forgetting process. You learn to-day what you deem is of greater importance than what you learned last year, and as you cannot retain all you hold to that which seems most useful. When a teacher drills for the examination he stops his teaching. Knowing his standing as a teacher depends on the answers his pupils will give, he will teach to that end, although it is misery and slavery to him to do so. His conscience rebels, for he knows it is morally wrong; yet "it is so nominated in the bond." Where can he go and spend his days in teaching, he asks himself.

This subject will bear writing on endlessly. A thousand arguments could be found for doing away with needless, useless and improper examinations of classes and schools. To prevent misunderstandings it may be as well to state that this is not specially aimed at the New York City Examinations. It is aimed at a system which as it is administered generally is deplorably mischievous. The central figure in the school-room is the teacher; the thing to be done is to get a good teacher and let him alone. If teachers are ignorant, lazy, neglectful and dishonest, then examine and re-examine until these qualities, or the teachers who possess them disappear. The office of the teacher is TO EDUCATE; the office of the Superintendent is to see that he EDUCATES; if he does EDUCATE let him do it in his way; he is to be visited to encourage him, to make suggestions, to point out deficiencies in the EDUCATING work and not the shortcomings in the cramming process.

Finally, hear the golden words of Dr. Whewell, "Knowledge acquired merely with a view to examination or recitation, is usually very shallow and imperfect and soon passes out of the mind when the occasion that prompted the effort is passed."

The Schools of New York City.

We present the striking facts and thoughts found in Superintendent Kiddle's Report for the year 1877. Mr. Kiddle always makes a valuable report—it is a statement of progress based on figures; and always invites thoughtful consideration; this report seems to present his views with more emphasis than before, probably because he feels that those who legislate will fall back on him for facts not only, but for the results of his experience. We do not know of anything that could be added to render a view of the real condition of the schools of the Metropolis, more clear and exact.

The average daily attendance for the year, is 126,508 which is 3,990 greater than the average for the preceding year. The whole number of pupils reported as taught during any portion of the year, making no allowance for changes from school to school, is 355,101, the actual number of different pupils taught was 205,327; the average daily attendance was 125,508. The per cent. of attendance on enrollment sufficient for 100,000 pupils.

There are at present employed in the several schools 2,251 teachers, of whom 428 are males and 2,823 females. During the year, licenses have been conferred upon 323 persons, of whom 223 were graduates of the Normal College; and of the latter 92 are now employed as teachers in our schools.

During the past year the examinations show the discipline to be 95½ per cent., the reading 88½, the spelling 90½, the writing 88½, and the arithmetic 88½. These statements, conclusively show, that the schools are doing the fundamental part of their work with efficiency and success; and answer conclusively the objection which we occasionally hear urged against our system, that it neglects what are called the more useful branches in its attention to others of a different character and grade. We are to banish all other studies from the schools than these merely rudimentary ones, it is doubtful whether the progress made in them would be as great as it is at present; since the minds of the children would be starved for the want of intellectual food; and, hence, the most important object of education would be defeated.

The report above reported present, to some extent, the fruits of the new course of instruction, which has been in operation somewhat over a year, and which, I think, is now working so well as to need but a few chances of minor importance.

The moral influence exerted by our schools upon the character of their pupils is, to a greater or less extent effective and salutary; and a wholesome government is established by bringing to bear upon the pupil's minds those motives, the cultivation of which constitute a most essential part of the formation of their character. The maintaining of such a government as this in a large school—particularly of boys—requires on the part of the teacher the exercise of almost inexhaustible patience and unlimited tact. It requires, too, a conscientious devotion to the work of teaching, a good knowledge of human nature, and a fertility of resources to be gained only by experience. Every new teacher has at first a struggle—sometime a long one—before his or her influence is established, and the control of the class obtained; and many otherwise accomplished teachers fail entirely to obtain this control after repeated trials. In general, the teachers in our schools are eminently and most admirably efficient in this respect, and look upon every pupil whom they fail to bring under the wholesome and kindly sway of their ministrations, not simply as a lost sheep from their flock, but as a demonstration of their own imperfect powers, and hence as a reflection upon their professional skill. The

number of pupils permanently suspended from attending has been 108.

Were our system of education reduced to the simplest rudiments of reading, writing, and arithmetic, the time of instruction would not be shortened, the corps of teachers could not greatly be reduced, and the buildings, furniture, and other appurtenances required for the accommodation of the pupils would still be needed; while the minds of the children committed to our care could not be trained and cultivated, and stored with useful knowledge, as at present. Our system was started on the pauper basis—the object being to provide the means of education to the poor and destitute; and yet I find among the branches taught more than forty years ago in these schools such subjects as astronomy, algebra, geometry, trigonometry, &c. The beneficent men who founded these schools, though comprehending only the eleemosynary theory of public education, did not think it would unfit the recipients of their bounty for their "condition of life" to throw open the avenues of knowledge to them as wide as possible. And now, when the people, not only here, but everywhere in this great country, have arisen above the principle of making education a matter of charity and have made it, in every grade, truly free. It is strange to hear the sentiment expressed that the tax-payers is death with unjustly by being compelled to pay for more than a pauper education.

Superintendent FANNING says:

"In a large number of the schools visited and examined, the pupils appeared to have a clear conception of what they read. Understanding the thoughts which they were required to utter, their rendering, as regards tone, emphasis, and general style, told well in most cases for the effectiveness of the teacher's work. A little more attention might, however, be given with profit to the elocutionary drills suggested by the Teacher's Manual. In some school the mispronunciation by the pupils of familiar words has not been sufficiently checked or guarded against. The pronunciation of such words as *been*, *length*, *strength*, *again*, *towards*, *genuine*, *industry*, *mischievous*, *admirable*, &c., sometimes indicates neglect on the part of the teacher in this respect."

"In a majority of the schools, the regular class copy-books exhibit work and improvement highly creditable to the pupils and their teachers. And in many of the schools, the off-hand writing has been performed by such modes as to the more careful and formal instruction as to speak of class copy-book. In some instances, however, the required dictation exercises had not received sufficient care and attention. Cases also were found, in the Primary Departments particularly, where the desk accommodations for pen-writing were insufficient. This deficiency will, doubtless, be remedied as soon as practicable."

"In dealing with the dictation exercises and other off-hand writing, repetition of erroneous and awkward forms should be carefully avoided, and a good, plain, legible handwriting aimed at and secured. Hence, in such miscellaneous exercises, the previously taught elements or principles, are a general rule, should be insisted upon and practiced, else scrawls and scribbles will abound. Still it seems to me that, after the pupils shall have passed through the careful and thorough instruction and practice of the lower and intermediate grammar grades, a greater degree of *ease and freedom* in the miscellaneous writing, both slate and paper, might advantageously be encouraged. More particularly and profitably might this be done in the two higher grammar grades, where practice in business forms, bills, receipts, letter-writing, drafts, etc., is required. And in these two grades, in such exercises, even individual character, under the judicious guiding or advice of the teacher, might advantageously be permitted to manifest itself in the handwriting, provided always that the off-hand writing has the elements of clearness or legibility, and is executed with a reasonable degree of rapidity and smoothness, and that a proper regularity of form is observed and maintained. As a whole, the judicious course prescribed for penmanship has, to a very great extent, been faithfully and intelligently carried out by both principals and class teachers."

TO BE CONTINUED.

EVENING SCHOOL No. 57.—On the evening of the 15th inst., a large and appreciative audience listened to the closing exercises. On the platform were seated Chairman David H. Knapp and Charles Cray Esq., of the 12th Ward Board of Trustees, Ex-Com. Lawson N. Fuller, Rev. Dr. Manderville and Jacob S. Warner, Esq., the honored Principal of Grammar School No. 57; together with Charles MacGregor his efficient Vice-Prin. The recitation of Master Pike, Klenke, Keeler, and Engler were of a high order of merit. Masters Olmstead, Sexton, McLean, Keeler, Klenke and Pike, in a dialogue entitled "Procrastination," gave great delight. Solos by Messrs. Cahall and McLean were most acceptably rendered.

At the conclusion of the programme short and pointed speeches were made. Dr. Manderville calling up incidents and recollections of his early life, showed their influence, upon later and maturer years. Mr. Fuller most eloquently and clearly presented the relations that the property of a country bears to the education of its citizens. Excepting an occasional digression, when he spoke words of encouragement to teachers and pupils, he stuck most closely to his text. Mr. Knapp spoke highly of the morale of the school, stating that there had been but one case of discipline during the winter, and then the subject was not dismissed, but was withdrawn by his parents. In speaking to parents, he said that the Evening School was a most fitting place for boys of suitable age, who are engaged in work during the day. In closing his most practical and earnest remarks, he paid a high tribute to "stick-to-itiveness," urging the boys not to stop their studies, but keep on until school opens again. Monday, the last evening of the session, "Certificates of Merit," with prizes from the teachers were awarded by the Principal Mr. T. B. Barringer.

LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL.

REFORMING THE SPELLING.—A distinguished writer, in discussing my lecture on the necessity of a reformed spelling, delivered recently at Cooper Union, makes some statements in the *New York Observer* that I would like to refer to the intelligent teachers, who read your journal. Is it true that our present mode of spelling does not increase materially the labor of teaching children to read and spell? I wish some competent teacher would answer this, from their own experience in teaching. The points in the article referred to, to which I take exception, are in the following extract:

"To justify the radical change proposed, no arguments have yet been propounded that have any available force. We are told that it is difficult to learn a language written so widely different from its pronunciation. The answer is easy. Children of three, four and five years old learn it readily. In my father's family all the children were expected, and none failed, to read aloud in the family intelligibly in three months after first being told 'that's A.' Any child of ordinary capacity can learn to read the English language in three or four months. Suppose it takes a year, the time of a child cannot be better employed. And it could not learn to read any language if it were written as it is pronounced."

Now is it true that children can be taught to read and spell in one year? Is this the time actually employed for that purpose in our schools? An answer from teachers would greatly oblige,

Yours very respectfully,

D. P. LINDSLEY.

To the Editor of the NEW YORK SCHOOL JOURNAL.

In answer to the question you have referred to us: "What is Compound Oxygen; and how does it cure?" We will state briefly that Compound Oxygen is a combination of Oxygen and Nitrogen, the elements which, as you know, make up our common or atmospheric air,—in such proportions as to render it more active in re-vitalizing element. It cures by a natural and strictly physiological process; that is, by assisting Nature to throw out of the system the excess of carbonaceous matter which, in consequence of our habits of repressed and imperfect respiration, and from other causes incident to our indoor, sedentary, inactive and abnormal modes of life, has been slowly accumulating in nearly all the tissues and vital organs.

Now this accumulation of carbonaceous matter can be removed, only by bringing into contact with it an excess of Oxygen. It is thus converted into carbonic acid gas, and eliminated from the system. This our Treatment accomplishes. But the secret of the wonderful results obtained, lies much deeper than this chemical plans of action. By a unique process of generating, our Agent is highly magnetizing, and thus rendered intensely active and wonderfully potent. It is thus so closely allied by its nature to the great nervous centers, which are marvellous vital galvanic batteries, it acts upon them primarily; rendering them more efficient, vigorous and active. In this way they are made capable of generating more and more of the vital forces—which are life and health. Yours truly,

STARKEY & PALEN.

BOOK NOTICES.

TOMPSON'S ROMAN ALPHABET Published by F. W. Devoe & Co., New York.

This work is prepared for Engravers' and Sign-Painters' Pupils, and for Schools and Amateurs. The letters following the text, are exact lithographic transfers from the copper-plate engraving, made by the Author.

The Alphabet here offered gives a few easily made Scales, by means of which any one may draw, in true proportion, and in upright or sloping form, all the Roman Letters. Instruction is given as to the Drawing of Letters by the Scales,—the Height of Letters,—their Width,—Body Strokes,—Hair

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CHRISTIAN'S HOME.

1. In the Christian's home in glo-ry, There re-mains a land of rest, There my Sav-iour's gone be-fore me, To ful-fill my soul's re-quest.
2. He is fit-ting up my mansion, Which e-ter-nal-ly shall stand, For my stay shall not be tran-sient In that ho-ly, hap-py land.

CHORUS.

rall.

a tempo.

There is rest for the wea-ry, There is rest for the wea-ry, There is rest for you. On the oth-er side of Jor-dan, In the sweet fields of

3. Pain or sickness ne'er shall enter, Shout for gladness, oh, ye ransomed,
Grief nor woe my lot shall share; Hail with joy the rising morn!
But in that celestial centre, There is rest for the weary, etc.
E-den, Where the tree of life is blooming, There is rest for you. I a crown of life shall wear.
4. Death itself shall then be vanquished, There is rest for the weary, etc.
5. Sing, oh, sing, ye heirs of glory!
Shout your triumph as you go;
Zion's gate will open for you,
You shall find an entrance through.
There is rest for the weary, etc.

Gently.

HALLOWED PEACE. C. M.

W. IRVING HARTSHORN.

There is a joy of hallow'd peace For those with cares oppress'd; Where sighs and sorrowing tears shall cease, And all be hush'd to rest.

The above hymn is from the WELCOME HOUR, by permission of the publisher, C. M. Cady, 107 Duane Street, N. Y.

Strokes,—Foot,—and the Space between Letters. Very important directions are made, on the variations in width, height, and parts of letters, when in connection with other letters; as the want of such knowledge explains the awkward effect so frequently observed in sign and engraved work.

The Roman is the most valuable, and most common of all the forms of letters in our use, and also the basis for many ornamental characters; therefore the need of an exact knowledge for its construction. There are many books of examples of letters, but as they are without the explanations here given, the student is obliged to copy mechanically, and does not learn the principles necessary to make him a master of this art.

THOM'S PRACTICAL NAVIGATOR, fifteenth edition. This work was prepared for the use of navigators by Captain Thoms, founder of the New York Nautical School, 92 Madison Street from the various journals of his voyages to all parts of the world. It has been so simplified that the sailor is enabled to become familiar with practical navigation in a very short space of time. The various problems in practical navigation and nautical astronomy are explained and illustrated by diagrams and charts, and all the questions are worked out by inspection in the simplest manner. Rules are given for the guidance of the learner who is gradually led from simple geography to the highest branches of the art.

GOOD NEWS FOR AMATEURS FLORISTS AND ALL LOVERS OF FLOWERS.—James Vick of Rochester, has begun the year with a Floral Monthly. No better guide now for the work of every month in doors or out. In city and country this periodical will be warmly welcomed. We shall have flowers not only in the parlor but in the kitchen, brightening all dull and weary places of earth. With its help invalids can find new occupation, and the aged a delightful recreation. We know of one lady between 80 and 90 years of age to whose use the bay window in the dining-room is devoted. Having a southern exposure, it is her sole and constant employment to care for the flower she has gathered there. The variety and thrift of these plants tended only by her hand is truly marvellous, and when asked how she learned how to treat them so successfully, she simply answers "I read every thing I can find about the culture of plants, my dear, that is all!" Yes, that is all. As Sir Wm. Jones' mother said to him when a boy "read and you will know," and so we say to you, send for Vicks' Floral Monthly and you will know all that is necessary to know to fill your windows with flowers and your homes with a new beauty.

T. S. Denison, is the author of the following dramas and farces for school or parlor exhibition. They have the merit

of requiring little or no scenery, and very few costumes. "Initiation," "Wanted: a Correspondent," and others. Send 20 cents to the author, DeKalb, Ill. for one.

CHOICE READING FOR PUBLIC AND PRIVATE ENTERTAINMENTS: Arranged for the School, College and Public Reader, with Elocutionary Advice. Edited by Robert McLain Cummock, A. M., Professor of Rhetoric and Elocution in the Northwestern University. (Price \$1.75) As indicated by the title, the body of the book is composed of choice readings. It is not so easy as most people imagine to edit with exquisite taste and judgment a volume of literary selections suited to express every variety of thought which must be studied and taught by the elocutionist. Publishers recognize the high grade of literary talent required for this class of editorial work when they employ, at a great cost, the first literary minds of the country to make poetical and prose compilations. But added to this are the instructions of this master of education introducing every one of the several classes of selections: Pathos, Solemnity, Severity, Beauty, Love, Gayety, Honor, Grandeur, and Sublimity, Oratory, Martial Passion, Narrative, Descriptive and Didactic Style, etc., etc. These instructions are not expressed in that dry, text-book style, so unsavory to most readers, but in the language of a charming preface, not less winning than the fluent philosophy of the "Autocrat of the Breakfast Table," while it guides the reader with definite precision to express the sentiments of the selection as their author intended and nature demands.

A METEORIC stone has been lately received from Virginia, which is 18 inches long, 1 foot in width, and about 7 inches in thickness at the deepest point, and weighs 152 pounds. It appears to be of solid iron, but is softer than ordinary iron, greater specific gravity, the rings like steel when struck with a hammer. It is to be cut into slabs for specimens, which are nearly all engaged at the rate of \$4 an ounce. Several specimens have been ordered for Paris. In order to prevent waste of material, it is cut by the process commonly used in sawing marble—an exceedingly slow operation. Thin sheets of band iron are set in a frame, ingeniously contrived to work across the aerolite, and feed down very slowly. Emery and oil are applied to the strips or toothless saws, and the emery cuts through the harder substance. It is to be cut into 26 slices, the task will require three weeks. A piece weighing about one-fourth the original block will be kept for the Rochester University.

The study of general history has been entirely abolished. Latin is made optional with political economy, while Greek remains practically a required study.

AN OPEN LETTER. It speaks for itself.

ROCKFORD, MASS., April 2d, 1877.

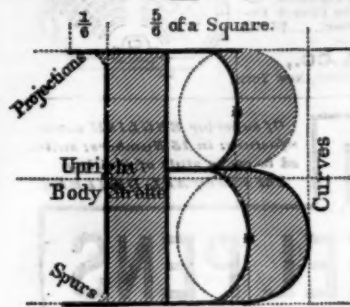
MR. EDITOR: Having read in your paper reports of the remarkable cures of catarrh, I am induced to tell "what I know about catarrh," and I fancy the "snuff" and "inhalant-tube" makers (mere dollar grabbers) would be glad if they could emblazon a similar cure in the papers. For 26 years I suffered with catarrh. The nasal passages became completely closed. "Snuff," "dust," "ashes," "inhalant-tubes," and "sticks," wouldn't work, though at intervals I would sniff up the so-called catarrh snuff, until I became a valuable tester for such medicines. I gradually grew worse, and no one can know how much I suffered or what a miserable being I was. My head ached over my eyes so that I was confined to my bed for many successive days, suffering the most intense pain, which at one time lasted continuously for 168 hours. All sense of smell and taste gone, sight and hearing impaired, body shrunken and weakened, nervous system shattered, and constitution broken, and I was hawing and spitting seven-eighths of the time. I prayed for death to relieve me of my suffering. A favorable notice in your paper of Dr. Sage's Catarrh Remedy induced me to purchase a package, and use it with Dr. Pierce's Nasal Douche, which applies the remedy by hydrostatic pressure, the only way compatible with common sense. Well! Mr. Editor, it did not cure me in three-fourths of a second, nor in one hour or month, but in less than eight minutes I was relieved, and in three months entirely cured, and have remained so for over sixteen months. While using the Catarrh Remedy, I used Pierce's Golden Medical Discovery to purify my blood and strengthen my stomach. I also kept my liver active and bowels regular by the use of his Pleasant Purgative Pellets. If my experience will induce other sufferers to seek the same means of relief, this letter will have answered its purpose.

Yours truly,

S. D. REMICK.

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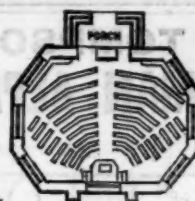
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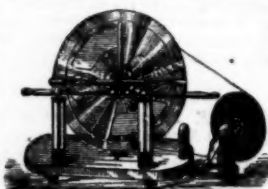
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In this remarkable invention which is having an unprecedented sale throughout the country, we offer the ladies a garment which we claim is the absolute perfection of comfort and beauty.

This Corset has a socket adjustment for the shoulders, so nicely contrived and fitted that it cannot by any means slip up on the neck or down on the arm; it has also a balance strap for sustaining the stockings. By these inventions the whole burden of the clothes is transferred to that part of the shoulder best adapted to sustain their weight; supporting everything without the least inconvenience, and almost without the wearer's consciousness, and realizing the name we give the garment—making it in very truth A COMFORT CORSET.

In the place of bones we insert continuous rows of very stiff cord, which give all the support of bones, with the advantage of yielding to every movement of the Form, and of being washed without changing the fitness of the garment. Stylish and tasty as a French Corset, yet combining ease and comfort with elegance and shape, our Corset has the unusual approval of every physician who has seen it. For children, the advent of this Corset marks a new era in Children's Waists. No movement of the arms can displace the shoulder sockets, stockings and skirts are always in position, and all ease and comfort. Walking or running, sitting down or jumping rope, it is all the same. We lace the Lady's Corset, the child's waist button in the back, but is a perfect little corset in its beauty of fitness to the form. Each corset is stamped with two numbers, signifying the two measurements, the first being the size in inches around the waist, and the second around the shoulders, and the variations are such that any lady or child can be easily fitted. For sale by retailers throughout the country, and wholesale by the

BOSTON COMFORT CORSET CO., No. 76 CHAUNCEY ST., BOSTON, Mass.